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# 2F

## Information

### *Professional Services Committee*

#### **Report on Passing Rates of Commission-Approved Exams For 2000-01 to 2004-05**

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**Executive Summary:** This agenda item reports the passing rates of Commission-approved examinations. For each examination, the purpose of the exam, its structure, the scoring process, the exam volume, the first-time passing rate and the cumulative passing rate are discussed. When available, the passing rate by demographic data is also discussed.

**Recommended Action:** This is an information item that requires no action.

**Presenter:** Phyllis Jacobson, Interim Administrator; Marjorie Suckow, Consultant  
Professional Services Division

#### **Strategic Plan Goal(s):**

##### **Goal 1: Promote educational excellence through the preparation and certification of professional educators**

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates



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# **Report on Passing Rates of Commission-Approved Exams For 2000-01 to 2004-05**

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## **Introduction**

This agenda item presents passing rates for all Commission-approved exams for the past five years, 2000-01 through 2004-05. The purpose of each exam, the structure, the scoring process, the volume, the first-time and cumulative passing rates for the past five years are discussed in detail.

## **Background**

The California Commission on Teacher Credentialing (Commission) issues credentials, certificates, and permits that authorize service as a teacher, administrator, counselor, or other professional service provider in California's public school. California uses a number of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. In addition, recent state and federal legislations have mandated the development of new exams in the past few years.

The California Basic Educational Skills Test (CBEST) measures basic proficiency in reading, mathematics, and writing, and is a requirement for nearly all credentials, certificates, and permits. Candidates are required to take the CBEST prior to admission to a program of professional preparation for diagnostic purposes, and must pass the exam prior to certification. The CBEST was first administered in 1982.

The Reading Instruction Competence Assessment (RICA) is designed specifically for testing professional knowledge about the teaching of reading acquired through a program of professional preparation. All multiple subject and special education teacher preparation programs are required to include instruction in the teaching of reading in their methodology courses. Candidates must pass the RICA before they are recommended for an initial credential. Passage of RICA is not a requirement for the single subject teaching credential. The RICA was first administered in June 1998.

The California Subject Examinations for Teachers (CSET) is the current set of exams used to verify academic content knowledge. Candidates are required to demonstrate competency in the content area they will teach. The content area examinations measure skills, knowledge, and abilities candidates have acquired in specific subject areas and not pedagogical knowledge acquired in a teacher preparation program. The CSET exams are offered in multiple subjects for elementary candidates and a number of single subjects, for single subject candidates. The CSET was first administered in January 2003.

The School Leaders Licensure Assessment (SLLA) measures whether potential entry-level principals and other school leaders have standards-relevant knowledge necessary for competent

professional practice. The SLLA was first administered for California candidates in January 2003.

The Teaching Foundations Examinations (TFE) satisfy a part of the pedagogical portion of the early completion option of the internship programs for multiple subject and single subject credentials. The TFE was first administered in 2004.

The Crosscultural, Language and Academic Development (CLAD) and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) tests are used to identify candidates who have demonstrated the level of knowledge and skills required to effectively teach English Learners (EL). The CLAD/BCLAD was first administered in May 1995. The CLAD was recently replaced with the California Teachers for English Learners (CTEL).

### **Caveats about the Data**

Passing rate data are based on examinees' test scores. Preparation and demographic data are self-reported by examinees. For new exams, such as SLLA and TFE, data are available for two years only. Whenever demographic variables are available, the passing rate by demographic variables such as gender, ethnicity, educational level, preparation, and parents' education levels are presented in the Appendix. Please note that former exams, such as Praxis and Single Subject Assessment for Teachers (SSAT) that are being phased out are not discussed here.

### **Definition of Terms**

Some of the commonly used terms in this agenda item are:

- Cohort – a group of examinees that took a particular exam in a particular year.
- Criterion-referenced test – a test designed to measure an examinee's knowledge and skills in relation to an established standard rather than in relation to the performance of other examinees. Examinees who know the content covered by the test would be expected to do well.
- Cumulative passing rate – the number of examinees who have passed the exam (completers) divided by the number of examinees who have taken all sections or subtests of the exam. Cumulative passing rate takes into account that examinees can take the exam as many times as needed.
- First-time passing rate – the number of examinees who passed the exam after taking all sections or subtests the first time they took the exam (first-time completers) divided by the number of examinees who took all sections or subtests at their first administration.

## **Report on Individual Commission Examinations**

### **California Basic Educational Skills Test (CBEST)**

The California Basic Educational Skills Test measures basic proficiency in English reading and mathematics, and writing. The CBEST is a requirement for nearly all credentials, certificates, and permits. The CBEST is administered six times per year at multiple sites in California as well as outside of California.

The CBEST consists of three sections – reading, mathematics, and writing. Each section assesses basic skills and concepts that are important in performing the job of an educator in California. At each administration, examinees can take one, two, or three sections of the test during a four-hour testing session. No test section is timed.

#### *Reading Section:*

The CBEST Reading section consists of 50 multiple-choice questions: 40 “scorable” questions used to determine a candidate’s score, and 10 “nonscorable” that are being field-tested and are not used to determine a candidate’s score. The questions assess the candidate’s ability to comprehend information presented in written passages, tables, and graphs. Two major skill areas are covered: (a) critical analysis and evaluation and (b) comprehension and research skills. Approximately 30 percent of the questions assess critical analysis and evaluation skills, and approximately 70 assess comprehension and research skills.

#### *Mathematics Section:*

The CBEST Mathematics section consists of 50 multiple-choice questions: 40 “scorable” and 10 “nonscorable.” The questions require the candidate to solve mathematical problems, and most are presented as word problems. The questions assess skills in three major areas: (a) estimation, measurement, and statistical principles; (b) computation and problem solving; and (c) numerical and graphic relationships. Approximately 30 percent of the questions are from skill area (a), 45 percent from skill area (b), and 25 percent from skill area (c).

#### *Writing Section:*

The CBEST Writing section assesses the candidate’s ability to write effectively. Candidates are provided two essay topics and are asked to write a response to each. One of the topics requires a written analysis of a specific situation or statement; the other asks the candidate to write about a personal experience. Examinees are not expected to demonstrate specialized knowledge of any topic in their response.

### **Scoring of the CBEST**

The Reading and Mathematics sections of the CBEST consist entirely of multiple-choice questions and they are machine-scored. A raw score for each of these sections is calculated by totaling the number of questions answered correctly. There is no penalty for incorrect answers. The raw scores are then converted to scaled scores. The Writing Section consists of two essays, each of which is double-scored, using a holistic rubric that ranges from a score of 1 to 4. The

scores from both essays are summed, yielding a Writing Section raw score that can range from 4 to 16. The raw score is then converted to a scaled score.

**Table 1: CBEST State Cut Score and Score Range**

Test Name	State Cut Score	Score Range
CBEST <ul style="list-style-type: none"> <li>• Reading</li> <li>• Mathematics</li> <li>• Writing</li> </ul>	41 in each of the three sections (scores as low as 37 for each section acceptable if the total score is 123)	20 – 80 for each section

### Exam Volume

The volume of CBEST examinees has fluctuated widely from year to year, ranging from 128,944 in 2001-02 to 77,753 in 2004-05. After a significant increase of about 30,000 examinees between the 2000-01 and the 2001-02 administrations, the total number of examinees has decreased in the past three years. This fluctuating trend has been noticed in the past twenty years the exam has been administered. The highest increase (51%) was noticed in 1996-97 followed by 31% in 2001-02. One of the reasons for the 1996-97 jump was the introduction of the Class Size Reduction program in grades K-3 throughout California, which increased the need for teachers.

Table 2 provides the number of CBEST examinees and test sections administered for the last five testing years. These data include all examinees that took the CBEST for California purposes, either within or outside California.

**Table 2: Number of CBEST Examinees and Test Sections Administered  
(July 2000 – June 2005)**

Year	Total Number of Examinees	Total Number of Test Sections Administered		
		<i>Reading</i>	<i>Mathematics</i>	<i>Writing</i>
2000-01	98,103	80,733	82,818	78,120
2001-02	128,944	106,801	109,079	105,284
2002-03	109,888	89,783	90,975	87,514
2003-04	83,720	67,977	68,077	66,591
2004-05	77,753	62,662	62,956	62,987

### Preparation and Demographic Data

The preparation and demographic data for the CBEST are presented in Appendix A1: CBEST Preparation and Demographic Data, Cohorts 2000-01 to 2004-05. Approximately thirty-five percent of all test takers reported Algebra II and/or Geometry as their highest mathematics course in high school, and over one-third (37%) reported that they completed Pre-calculus in high school. More than two-thirds (69%) reported that they completed one or two Writing courses in high school. Almost three-fourths (74.9%) reported high school grade point averages of at least 3.0. Five percent of the examinees reported high school grade point averages below 2.5. More than two-thirds (68%) of the examinees completed all of their high school education in California.

In college, almost half (43%) of the examinees completed one or two courses in Oral Language and more than one-third (37%) completed two or three literature courses. Nearly half (48%) reported that the highest mathematics course they completed was Calculus and/or Statistics. About 8% completed no college mathematics courses. Almost two-thirds (66%) reported an undergraduate college grade point average of 3.0 or higher.

More than 54% of the examinees reported having a bachelor's degree or a bachelor's degree and additional credits. About 32% had not yet earned a bachelor's degree, but about 13% reported having a master's degree. Thirty percent reported currently attending college while 33% indicated it had been three years or less since they attended. Nearly one-fifth reported that it had been more than ten years since they attended college.

Nearly two-thirds (67%) reported that they are enrolled in a teacher preparation program and another nine percent reported they were considering enrollment in a teacher preparation program. Few examinees (7%) reported taking test preparation courses. Nearly half (49%) reported taking the exam for obtaining a teaching credential and another one-third (38%) reported that the reason for taking the CBEST was for full-time or part-time employment or for substitute teaching. More than one-third (37%) of the examinees in the five-year cohorts reported being employed, but not in a school position. Another 25% reported being students.

Almost two-thirds (63%) of the examinees reported that their fathers had completed at least some college and/or bachelor's degree, and slightly less (61%) reported that their mothers had completed at least some college. When asked which was their best language, nearly all (93%) reported that it was English. Two-thirds (67%) of the examinees were female, and more than half (55%) reported that "white" best describes their ethnic background.

### Passing Rate

Table 3 shows data for both cumulative and first-time passing rates for each of the recent five cohorts, 2000 through 2004. The total number of examinees completed all three sections, number passed, and percent passed are provided below.

**Table 3: CBEST All Three Sections – Cumulative and First-time Passing Rates (July 2000 – June 2005)**

Year	Cumulative Passing Rate			First-time Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2000 to 2004	296,359	255,701	86.3%	284,096	205,509	72.3%
2000-01	57,555	51,631	89.7%	54,473	39,060	71.7%
2001-02	81,101	71,470	88.1%	77,704	56,578	72.8%
2002-03	65,376	56,484	86.4%	62,685	45,576	72.7%
2003-04	48,496	41,264	85.1%	46,549	33,683	72.4%
2004-05	43,831	34,852	79.5%	42,685	30,612	71.7%

The first-time passing rates for the past five years show a very steady pattern, ranging from 71.7% to 72.8%, with an overall passing rate of 72.3% for the 2000-2004 cohorts. In 2000-01, the cumulative passing rate was 89.7% and for 2004-05 it was only 79.5%. The main reason for

this seeming downward trend with the lowest passing rate in 2004-05 is that the recent cohort has not had a chance to repeat the sections they have not yet passed. The overall cumulative passing rate for the past five years is 86.3%.

Table 4 presents cumulative and first-time passing rates for the Reading Section for the past five years.

**Table 4: CBEST Reading Section – Cumulative and First-time Passing Rates (July 2000 – June 2005)**

Year	Cumulative Passing Rate			First-time Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2000 to 2004	302,240	263,789	87.3%	302,240	247,339	81.8%
2000-01	58,137	51,505	88.6%	58,137	47,750	82.1%
2001-02	82,384	72,726	88.3%	82,384	67,769	82.3%
2002-03	66,617	58,523	87.8%	66,617	54,532	81.9%
2003-04	49,563	42,878	86.5%	49,563	40,380	81.5%
2004-05	45,539	38,157	83.8%	45,539	36,908	81.0%

The overall cumulative Reading passing rate is 87.3%, and the first-time passing rate is 81.8%. Both cumulative and first-time passing rates have been fairly steady for the past five years, with the first-time passing rate ranging from 82.1% in 2000-01 to 81.0% in 2004-05. The cumulative passing rate ranges from 88.6% in 2000-01 to 83.8% in 2004-05.

Table 5 provides data for cumulative and first-time passing rates for the Mathematics Section for the past five years.

**Table 5: CBEST Mathematics Section – Cumulative and First-time Passing Rates (July 2000 – June 2005)**

Year	Cumulative Passing Rate			First-time Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2000 to 2004	301,374	262,069	87.0%	301,374	241,580	80.2%
2000-01	57,858	50,711	87.6%	57,858	45,326	78.3%
2001-02	82,132	72,153	87.9%	82,132	65,764	80.1%
2002-03	66,541	58,034	87.2%	66,541	53,610	80.6%
2003-04	49,418	43,157	87.3%	49,418	40,332	81.6%
2004-05	45,425	38,014	83.7%	45,425	36,548	80.5%

The overall cumulative Mathematics passing rate for the past five years is 87.0% and the overall first-time passing rate is 80.2%. The cumulative passing rate ranges from 87.6% in 2000-01 to 83.7% in 2004-05, showing a slightly declining pattern over the past five years. The first-time passing rate has been fairly steady for the past five years, 78.3% in 2000-01 and 80.5% in 2004-05.



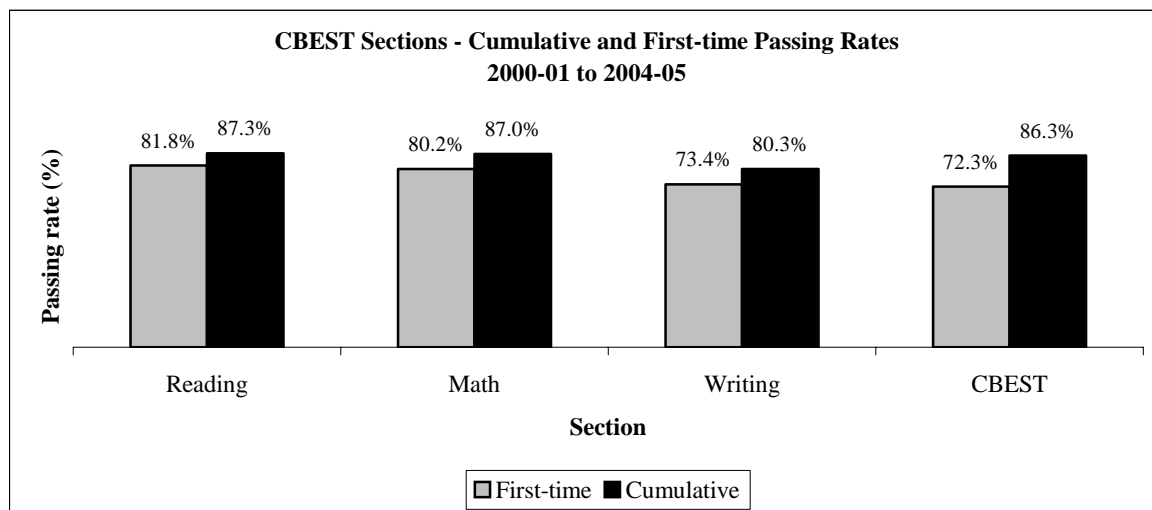
Table 6 provides data for cumulative and first-time passing rates for the Writing Section for the past five years.

**Table 6: CBEST Writing Section – Cumulative and First-time Passing Rates (July 2000 – June 2005)**

Year	Cumulative Passing Rate			First-time Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2000 to 2004	298,175	239,367	80.3%	298,175	218,983	73.4%
2000-01	56,768	47,463	83.6%	56,768	42,478	74.8%
2001-02	81,312	66,405	81.7%	81,312	60,410	74.3%
2002-03	65,947	52,806	80.1%	65,947	48,582	73.7%
2003-04	49,060	38,717	78.9%	49,060	35,533	72.4%
2004-05	45,088	33,976	75.4%	45,088	31,980	70.9%

The overall cumulative Writing passing rate for the past five years is 80.3%, and the overall first-time passing rate is 73.4%. There is a slow declining trend in the cumulative passing rate 83.6% in 2000-01 and 75.4% in 2004-05. The 2004-05 may be slightly higher at the end of the next exam cycle because the examinees will have a chance to repeat the Writing Section either to improve the scores or to pass the section. Regardless, it should be noted that there is a decline in the cumulative passing rate between 2000-01 and 2003-04, by almost 5 percentage points. Similar to the cumulative passing rate, the first-time passing rate has also decreased by 2 percentage points between 2000-01 and 2003-04.

**Figure 1: CBEST – Cumulative and First-time Passing Rates (July 2000 – June 2005)**



In summary, the first-time passing rates remained fairly steady for the Reading and Mathematics Sections for the past five years at 81.8% and 80.2%, respectively. The first-time passing rate for the Writing Section is 73.4%. Similarly, the cumulative passing rates for the Reading and Mathematics Sections have remained at the high 80's, at 87.3% and 87.0, respectively. The cumulative passing rate for the Writing Section is 80.3%, approximately 7 percentage points

lower than the other two sections. For all three sections together, the first-time passing rate is 72.3% and cumulative rate is 86.3%. The difference (14 percentage points) between the cumulative and first-time passing rates reflects the fact that the examinees have multiple opportunities to pass the exam.

### **Passing rate by Demographic Data**

The passing rates by preparation and demographic data are presented in Appendix A2: CBEST Cumulative and First-time Passing Rate by Demographic Variables, July 2000 to June 2005.

Overall, the cumulative passing rates were at mid to high 80 percent and did not vary much by preparation or demographic variables. However, a positive relationship between grade point averages (GPA) and cumulative passing rates was noticed – the passing rates for examinees with 3.5 to 4.0 GPA was 92% and the passing rate for examinees with GPA below 2.5 was less than 75%. The examinees who reported English as their best language passed at a higher rate (88%) than the examinees who reported other languages as their best language – Spanish (58%) and other languages (53%). There is not much difference in the passing rates of females and males, but there are differences in passing rates among ethnic groups. Relatively high passing rates (93%) have been achieved by examinees who described themselves as White. Lower passing rates (69%) were earned by those who described themselves as African American or Filipino or South East Asian.

Overall, the first-time passing rates based on educational background were around mid-70 percent, varying by high school preparation, high school grade point average, college preparation, and college grade point average. A significant difference was observed among the passing rates of examinees who reported English as their best language versus examinees who reported Spanish or other languages as their best language. The passing rate was around 74% for English; 24% for Spanish, and 27% for other languages. Similar to the cumulative passing rates, there is not much variation in the passing rates by gender, but there is variation by ethnic groups. The passing rate for White was 81% while it was around fifty percent for Latinos (52%), Filipino (51%), and South East Asian (51%); and less than fifty percent for African American (44%).

## **Reading Instruction Competence Assessment (RICA)**

The Reading Instruction Competence Assessment is designed specifically for testing professional knowledge about the teaching of reading acquired through a program of professional preparation. The RICA has two assessment options: the RICA Written Examination (WE) and the RICA Video Performance Assessment (VPA). Effective October 1, 1998, most candidates for Multiple Subject Credentials are required to pass either the Written Examination or the VPA. The RICA Written Examination is administered six times per year. The RICA VPA has three deadlines per year for submission of videos and other related materials.

### **A. RICA Written Examination**

The RICA Written Examination consists of two sections: a constructed-response section and a multiple-choice section.

#### *Constructed-response Section:*

The constructed-response section includes two types of item for which candidates have to write a response.

Focused educational problems and instructional tasks – these items present problems or tasks in educational contexts, and require candidates to (i) consider information about a class, a group of students, an individual student, or an instructional situation and (ii) provide explanations related to or devise appropriate instructional strategies or assessment approaches for the specified student(s). Four focused educational problems and instructional tasks are included in each exam. Each problem or task assesses one or more competencies in one of the four domains, one problem or task for each domain. The problem or task for Domains I and IV each require a written response of approximately 50 words and those in Domains II and III each require a written response of approximately 150 words.

- Domain I: Planning and Organizing Reading Instruction Based on Ongoing Assessment
- Domain II: Developing Phonological and Other Linguistics Processes Related to Reading
- Domain III: Developing Reading Comprehension and Promoting Independent Reading
- Domain IV: Supporting Reading Through Oral and Written Language Development

Case study based on a student profile – for this item type, candidates receive substantial background information about a student and samples of materials illustrating the student's reading performance. Candidates are asked to assess the student's reading performance, describe appropriate instructional strategies, and explain why these strategies would be effective. Each exam has one case study, which includes content related to all four domains.

#### *Multiple-choice Section:*

Each section consists of 70 multiple-choice questions: 60 “scorable” and 10 “nonscorable.” The questions include both content questions, in which knowledge about reading and reading instruction is directly assessed, and contextualized questions that assess the candidate's ability to apply specific knowledge, to analyze specific problems, or to conduct specific tasks related to reading instruction. Approximately 20 percent of the questions assess competencies in Domain I,

30 percent assess competencies in Domain II, 30 percent in Domain III, and 20 percent in Domain IV.

## **B. RICA Video Performance Assessment**

The RICA VPA is designed to allow the candidate to choose and submit videotapes of his/her best classroom work related to teaching reading. Candidates must create three “video packets,” each of which includes:

- A completed Instructional Context Form, on which the candidate provides information relevant to understanding the videotaped instruction, such as information about the students involved, a lesson plan, and a description of assessment methods the candidate used to determine the appropriateness of the planned lesson;
- A ten-minute videotape of the candidate providing reading instruction; and
- A completed Reflection Form, on which the candidate provides an appraisal of the videotaped instruction, suggestions for further or alternative instructional strategies, and similar information.

One video packet is to be based on whole-class instruction, one on small-group instruction, and the third on individual instruction. In addition, one videotape should demonstrate the candidate’s competencies in Domains I and II, one should demonstrate the candidate’s competencies in Domains I and III, and the last Domains I and IV.

## **Scoring the RICA**

The RICA Written examination consists of multiple-choice and constructed-response sections, with five constructed-response items in that section. A candidate’s score on the Written examination is determined based on the candidate’s combined performance on the multiple-choice and constructed response sections. There is no penalty for wrong answers in the multiple-choice section. On the constructed-response section, each response receives 2 scores and the sum of the two scores for a response is that response’s raw score. These raw scores for each of the five items are then weighted. A candidate’s total score for the Written examination is the sum of score on the multiple-choice section and the weighted score from the constructed-responses.

The VPA is scored as a single unit. A single score is assigned to the entire packet after reviewing the candidate’s instructional context form, the videotaped instruction, and the reflection form. A candidate’s score on the VPA is the sum of the six scores for the three video packets.

**Table 7: RICA State Cut score and Score range**

<b>Test Name</b>	<b>State Cut Score</b>	<b>Score Range</b>
Written Examination (WE)	81	0-120
Video Performance Assessment (VPA)	17	6-24

## **Exam Volume**

Table 8 provides the number of RICA assessments administered from August 2000 through July 2005. The number of Written Examinations has increased steadily over the past four years: between 2000-01 and 2003-04 years, it increased by 40%. Between 2003-04 and 2004-05 the number of examinees dropped almost by 5,000 or 20%. The number of Video Performance Assessments has almost doubled in the past four years. However, there is a big drop in the

number of assessments between 2003-04 and 2004-05, 113 in 2003-04 whereas only 54 in 2004-05.

**Table 8: Number of RICA Examinees  
(August 2000 – July 2005)**

Year	RICA Examination Type	
	Written (WE)	Video (VPA)
2000-01	19,075	62
2001-02	21,963	89
2002-03	25,113	94
2003-04	26,674	113
2004-05	21,720	54

### Preparation and Demographic Data

Preparation and demographic data for five annual cohorts (2000 to 2004) of RICA participants who took the Written and/or VPA are provided in Appendix B1. More than four-fifths (84%) reported having a bachelor's degree and additional credits. About 8% reported having a master's degree and additional credits. Approximately three-fourths (74.8%) reported undergraduate grade point average of 3.0 or higher. Among examinees in the university program, nearly one-fifth (23%) began student teaching, 8% had finished student teaching, and another 6% had completed the program. More than three-fourths (78%) had completed a course in methods of reading instruction. English was reported as the best language of nearly all (91%) examinees. A majority (81%) of the examinees were female and more than half (57%) reported that "White" best describes their ethnic background.

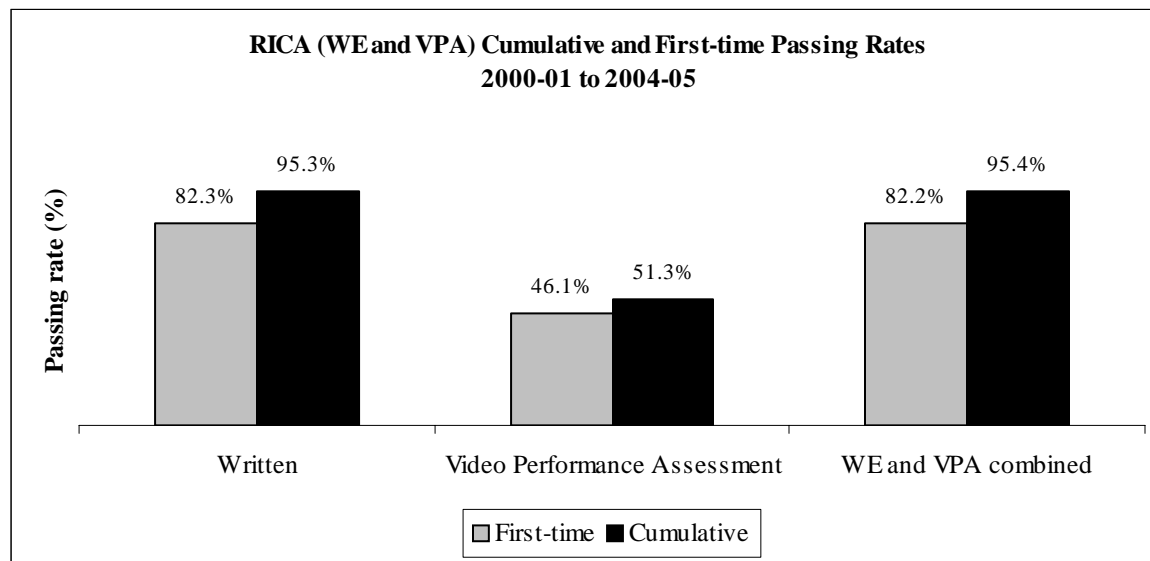
Table 9 provides cumulative and first-time passing rates for both the Written Examination and Video Performance Assessment combined for the past five years.

**Table 9: RICA – Cumulative and First-time Passing Rates  
(August 2000 – July 2005)**

Year	Cumulative Passing Rate			First-time Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
2000-01 to 2004-05	86,328	82,375	95.4%	86,328	70,991	82.2%
2000-01	15,269	14,907	97.6%	15,269	12,693	83.1%
2001-02	16,953	16,551	97.6%	16,953	14,097	83.2%
2002-03	19,284	18,713	97.0%	19,284	15,938	82.6%
2003-04	19,117	18,248	95.5%	19,117	15,545	81.3%
2004-05	15,705	13,956	88.9%	15,705	12,718	81.0%

The cumulative passing rate remained fairly steady for the past four years, 97.6% in 2000-01 to 95.5% in 2003-04. As previously noted, the 2004-05 cohort has not had chances to repeat the exam, hence the cumulative passing rate is around 89%. The first-time passing rate has shown a very slight decline, from 83% in 2000-01 to 81% in 2004-05.

**Figure 2: RICA – Cumulative and First-time Passing Rates  
(August 2000 – July 2005)**



There is a difference of approximately 5 percentage points for the Video Performance Assessment and 13 percentage points for the Written exam between the first-time and cumulative passing rates. Regardless of the difference in the passing rates for the two different assessment options, candidates who did not pass repeat the Written and/or Video Performance, thereby leading to an increase in cumulative passing rates.

### **Passing rate by Demographic Data**

The cumulative and first-time passing rate for RICA Written and VPA combined is provided in Appendix B2. The cumulative passing rate was in the high 90% and varied slightly by demographic variables. Females passed at a higher rate (96%) than males (92%). Among the ethnic groups, African American group had a passing rate of 88% and all other ethnic groups had passing rates higher than 90 percent. There is a relationship between the cumulative passing rate and variables such as college GPA and best language of communication. The cumulative passing rate for examinees with 3.5 or higher GPA was 97% and, for those indicating English as their best language was 96%.

Similarly, the first-time passing rate for RICA Written and VPA combined also showed a slight variation by demographic variables. Females passed at a higher rate (85%) than males (70%). Lower passing rates were observed for African American (67%) and Southeast Asian (65%) examinees. It is interesting to note that the same demographic variables such as GPA and English as their best language of communication had higher passing rates as well - 89% and 84% respectively.

### **California Subject Examinations for Teachers (CSET)**

The California Subject Examinations for Teachers measures the candidate's competency in the subject matter they will be authorized to teach. The CSET program includes CSET: Multiple Subject and CSET: Single Subjects. CSET: Multiple Subject consists of three subsets and CSET: Single Subjects consists of three to four subtests, based on the candidate's content area. This paper-and-pencil test consists of both multiple-choice and constructed-response items. Each testing session is five hours in length. Examinees can choose to take any or all subtests within a single testing session. Individual subtests are not timed. The CSET are criterion-referenced exams that is, the examinees's knowledge and skills are measured in relation to an established standard rather than in relation to the performance of other examinees. The CSET exams are administered six times per year and some (e.g., certain foreign languages) are offered twice a year.

**Table 10: Structures of the CSET Examinations**

<b>CSET Exam</b>	<b>Subtest</b>	<b>Domains</b>	<b># of Multiple-choice items</b>	<b># of Constructed-response items</b>
Multiple Subject	I	Reading, Language, and Literature; History and Social Science	52	4
	II	Science; Mathematics	52	4
	III	Physical Education; Human Development Visual and Performing Arts	39	3
Single Subject – English	I	Literature and Textual Analysis Composition and Rhetoric	50	-
	II	Language, Linguistics, and Literacy	50	-
	III	Composition and Rhetoric Literature and Textual Analysis	-	2
	IV	Communications: Speech, Media, and Creative Performance	-	4
Single Subject – Mathematics*	I	Algebra; Number Theory	30	4
	II	Geometry; Probability and Statistics	30	4
	III	Calculus; History of Mathematics	30	4
Single Subject – Science**	I	General Science: Astronomy; Dynamic Processes of the Earth; Earth Resources; Waves; Forces and Motion; Electricity and Magnetism	58	2
	II	General Science: Ecology; Genetics and Evolution; Molecular Biology and Biochemistry; Cell and Organismal Biology; Heat Transfer and Thermodynamics; Structure and Properties of Matter	58	2
	III	Concentration: Biology/Life Science, Chemistry, Earth and Planetary Science, or Physics	50	3
Single Subject – Social Science	I	World History; World Geography	39	3
	II	U.S. History; U.S. Geography	39	3
	III	Civics; Economics; California History	40	3
Single Subject –	I	General Linguistics	15	1
		Linguistics of the Target Language	25	2

German, French, Russian, Spanish	II	Literary & Cultural Texts & Traditions Cultural Analysis & Comparisons	20 20	1
	III	Language & Communication:		
		Listening Comprehension	15	1
		Reading Comprehension	15	1
		Written Comprehension	-	2
Oral Expression	-	2		
Single Subject – German, Japanese, Korean, Mandarain, Punjabi, Russian, and Vietnamese	I	General Linguistics	5	1
		Linguistics of the Target Language	15	3
	II	Literary & Cultural Texts & Traditions Cultural Analysis & Comparisons	10 10	2 2
		III	Language & Communication:	
	Listening Comprehension		10	1
	Reading Comprehension		10	1
	Written Comprehension		-	2
	Oral Expression	-	2	
Single Subject – Art	I	Aesthetic Valuing	20	1
		Historical and Cultural Context of the Visual Arts	15	1
		Artistic Perception	15	2
	II	Creative Expression	30	3
Connections, Relationships, & Applications		10	1	
History & Theories of Learning in Art		10	-	
Single Subject - Music	I	Artistic Perception	30	1
		Historical & Cultural Foundations	15	1
		Aesthetic Valuing	-	1
	II	Creative Expression	30	2
		Connections, Relationships, & Applications	10	-
	III	Music Methodology & Repertorie	40	2
Single Subject – Physical Education	I	Growth, Motor Development, & Motor Learning	20	1
		The Science of Human Movement	20	1
	II	The Sociology & Psychology of Human Movement	10	1
		Movement Concepts & Forms	24	1
		Assessment & Evaluation Principles	6	-
	III	Professional Foundations	16	-
		Integration of Concepts	24	1

\* CSET: Mathematics – authorizes teaching of all mathematics coursework.

CSET: Foundational Level Mathematics – authorizes teaching only in limited mathematics content areas: general mathematics, algebra, geometry, probability and statistics, and consumer mathematics.

\*\*CSET: Science - subtests I and II cover general science content while subtest III covers the candidate's area of concentration. A credential in this subject matter authorizes teaching general and integrated science and the area of concentration.

CSET: Science (specialized) – authorizes teaching only in the specialized area and does not authorize teaching general and integrated science.

## Scoring of the CSET

To pass an examination of the CSET, candidates must earn a passing score on each of the examination's required subtests. Each CSET subtest is scored separately. For each CSET subtest, an individual's performance is evaluated against an established standard. Passing status is determined on the basis of total subtest performance. The total subtest score is based on the number of raw score points earned on each section (multiple-choice section and/or constructed-response section) and the weighting of each section. Raw scores are converted to a scale of 100 to 300, with the scaled score of 220 representing the minimum passing score.



### Exam Volume

The first administration of the initial CSET exams was in January 2003. During the first phase, CSET: Multiple Subject, CSET: English, CSET: Mathematics, CSET: Science, and CSET: Social Science were offered. CSET in foreign languages (German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese) was first administered in Fall 2004. CSET in Art, Music, Physical Education, French, and Spanish was first administered in Fall 2004. Since these CSET exams are fairly new, the total volume is presented for January 2003 through June 2005. CSET in Agriculture, American Sign Language, Business, Health Science, Home Economics, and Industrial & Technology Education were first administered in Fall 2005.

**Table 11: CSET Multiple and Single Subjects - Total number of examinees (January 2003 – June 2005)**

	<b>Cumulative # of Total Attempt</b>
All examinees	84,436
<b>Multiple Subject</b>	56,533
<b>Single Subjects:</b>	
Art	236
English	6,933
<b>Foreign Languages:</b>	
French	87
German	14
Japanese	24
Korean	11
Mandarin	32
Punjabi	2
Russian	2
Spanish	519
Vietnamese	2
Mathematics (Foundational Level)	3,999
Mathematics	3,079
Music	119
Physical Education	673
<b>Sciences:</b>	
Biology/Life Science	2,802
Biology/Life (specialized)	459
Chemistry	882
Chemistry (specialized)	231
Earth/Planetary Science	643
Earth/Planetary Science (specialized)	136
Physics	544
Physics (specialized)	118
Social Science	6,108

Table 12 presents annual passing rate and cumulative passing rate for multiple subject and single subjects – Art, English, Foreign Languages, Mathematics, Music, Physical Education, Sciences, and Social Science.

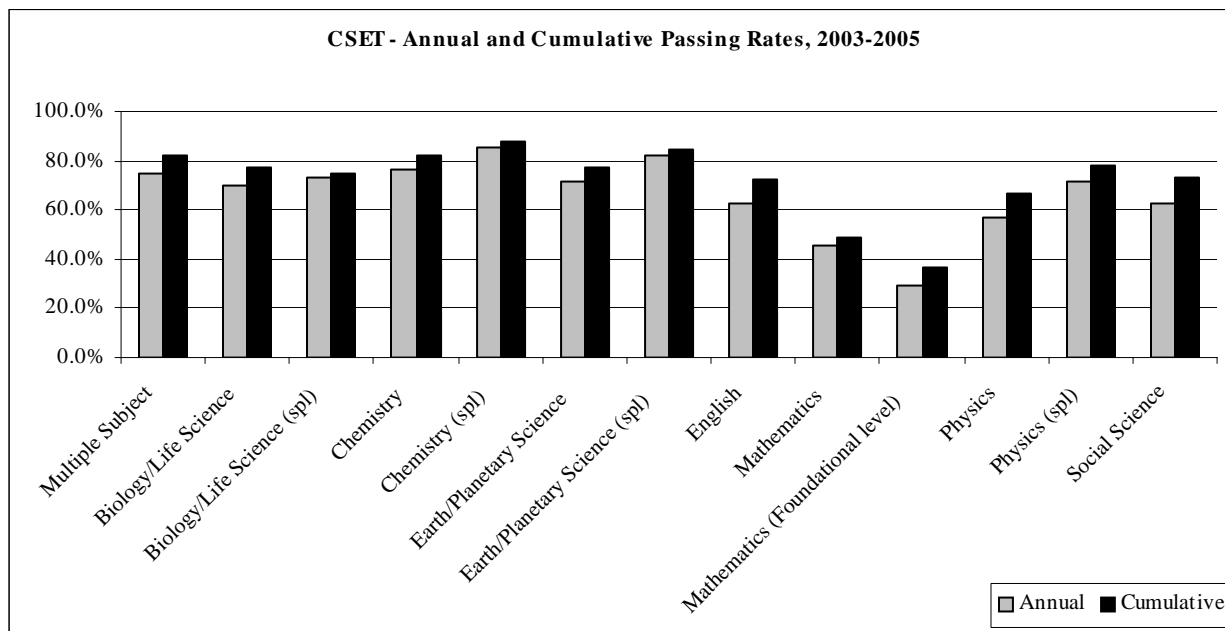
**Table 12: CSET Multiple and Single Subjects – Cumulative & Annual Passing Rates**

	Cumulative Passing Rate January 2003 – July 2005			Annual Passing Rate September 2004 – July 2005		
	N Attempted	N Passed	% Passed	N Attempted	N Passed	% Passed
Multiple Subject	56,533	46,249	81.8	17,888	13,352	74.6
Single Subject:						
Art	236	165	69.9	236	165	69.9
English	6,933	5,019	72.4	2,180	1,356	62.2
Foreign Languages:						
French	87	68	78.2	87	68	78.2
German	14	11	78.6	14	11	78.6
Japanese	24	18	75.0	24	18	75.0
Korean	11	7	63.6	11	7	63.6
Mandarin	32	27	84.4	32	27	84.4
Punjabi	2	1	50.0	2	1	50.0
Russian	2	2	100.0	2	2	100.0
Spanish	519	411	79.2	519	411	79.2
Vietnamese	2	2	100.0	2	2	100.0
Mathematics (Foundational Level)	3,999	1,458	36.5	1,656	483	29.2
Mathematics	3,079	1,493	48.5	610	276	45.2
Music	119	97	81.5	119	97	81.5
Physical Education	673	297	44.1	673	297	44.1
Sciences:						
Biology/Life Science	2,802	2172	77.5	688	483	70.2
Biology/Life (specialized)	459	345	75.2	206	151	73.3
Chemistry	882	726	82.3	202	155	76.7
Chemistry (specialized)	231	203	87.9	111	95	85.6
Earth/Planetary Science	643	497	77.3	156	112	71.8
Earth/Planetary Science (specialized)	136	115	84.6	66	54	81.8
Physics	544	364	66.9	120	68	56.7
Physics (specialized)	118	92	78.0	63	45	71.4
Social Science	6,108	4,457	73.0	1,808	1,133	62.7

The cumulative passing rate was 81.8% and the annual passing rate was 74.6% for the CSET: Multiple Subject. For the single subjects, the cumulative passing rate varied from 36.5% to 87.9%. The lowest passing rate was observed for Foundational Level Mathematics (36.5%), followed by Physical Education (44.1%), and Mathematics (48.5%). English and Social Sciences had cumulative passing rates of 72.4% and 73%, respectively. The cumulative passing rate was in the upper 70% for the following foreign languages – French, German, Japanese, and Spanish. The cumulative passing rate for the sciences ranged from 66.9% for Physics to 87.9% for Chemistry (specialized).

*Please note that the new CSET single subject exams (Art, Music, PE and Foreign languages) are not included in the following figure as there is only one year to report the annual and cumulative passing rates are the same.*

**Figure 3: CSET Multiple and Single Subjects – Cumulative and Annual Passing Rates (January 2003 – June 2005)**



Appendix C1 displays CSET Multiple Subject passing rates by selected demographic variables.

For CSET: Multiple Subject, the annual passing rate was 74.6%. There is a difference in the annual passing rate by gender: 77.9% for male and 73.9% for female. The annual passing rate also varied by ethnicity – 47.9% for African American followed by 59.8% for Hispanic American. The highest passing rate of 81.4% was observed for White. Similar to other exams, a positive relationship between higher college GPA and higher passing rate was noticed - examinees with 3.0 or higher GPA had a passing rate of 78.9% whereas examinees with less than 3.0 GPA had a passing rate of 63.4%. Examinees who took CSET to obtain an initial teaching credential or to add an authorization to an existing credential had almost the same passing rates: 76.6% and 75.8%, respectively.

The cumulative passing rate for Multiple Subject was 81.8%. Although the cumulative passing rate was higher than the annual rates, a similar pattern was observed – passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained.

Appendices C2 through C13 display CSET single subject passing rates by selected demographic variables. Similar to the CSET Multiple Subject, the passing rates differed by gender, ethnicity, GPA, reason for taking the CSET, college/university training, and highest education level attained.

## School Leaders Licensure Assessment (SLLA)

The purpose of the SLLA is to measure whether entry-level principals and other school leaders have the standards-relevant knowledge necessary for competent professional practice. All sections consist of constructed-response questions only. The six-hour assessment is divided into four sections:

- **Evaluation of Actions I** (1 hour) is based on 10 short vignettes covering situations a principal might encounter. In each case, candidates respond to a focused question that asks for next steps, factors influencing a decision, or possible consequences of an action.
- **Evaluation of Actions II** (1 hour) contains six longer vignettes. Each presents a dilemma based on typical school issues. Candidates must analyze the circumstances and respond to a focused analytical question that requires prioritizing action steps or articulating the relevant issues.
- **Synthesis of Information and Problem Solving** (2 hours) contains two case studies involving teaching and learning issues. In each case, candidates must propose a course of action to address a complex problem, referring to a set of documents and a short scenario describing a school and its community.
- **Analysis of Information and Decision Making** (2 hours) focuses on seven documents that relate to teaching and learning issues. Candidates must answer two questions about each document.

### Exam Volume

The SLLA is administered three times a year. The SLLA exam is a fairly new exam for California; data are available for 20003 to 2005 only. Nearly 700 examinees took the SLLA Exam during the 2003-04 year. In 2004-05, almost 1,000 took the exam.

### Scoring of the SLLA

The score for each of the four sections of the assessment is the sum of the scores for the individual questions in that section. The total raw score is a weighted sum of scores on the four sections, rounded to nearest whole number. The scoring weights are distributed such that Sections I and II contribute 20 percent and Section II and IV each contribute 30 percent to the maximum possible total score.

**Table 13: SLLA State Cut Score and Score Range**

Test Name	State Cut Score	Score Range
SLLA	173	100-200

### Passing rate

Table 14 provides passing rate by gender and ethnicity for the past two years. For both years, females passed at a higher rate than the males and Whites passed at a higher rate than other ethnic groups. In 2004-05, Whites passed at a higher rate of 89% followed by Asian Americans and Hispanics, 82% and 79%, respectively. African Americans passed at a lower rate of 54%.

**Table 14: SLLA Annual Passing Rate by Gender and Ethnicity  
(September 2003 – August 2005)**

	<b>2003-2004</b>			<b>2004-2005</b>		
	<b>N Completed</b>	<b>N Passed</b>	<b>% Passed</b>	<b>N Completed</b>	<b>N Passed</b>	<b>% Passed</b>
Total	679	530	78%	962	798	83%
Female	445	364	82%	563	477	85%
Male	233	165	71%	347	281	81%
African American	60	34	57%	67	36	54%
Asian American	20	15	75%	34	28	82%
Hispanic	60	47	78%	99	78	79%
Native American	10	7	70%	9	6	-
Pacific Islander	2	2	-	7	5	-
White	456	368	81%	544	483	89%

## Teaching Foundations Examinations (TFE)

The Teaching Foundations Examinations are used to satisfy a portion of the early completion option of the internship programs for California Multiple and Single Subject Teaching Credentials. These tests are offered in five areas: Multiple Subject, English, Mathematics, Science, and Social Science. Each TFE is comprised of a pen-and-paper examination, four hours in length.

TFE includes 50 multiple-choice questions and additional constructed-response questions. The multiple-choice questions cover knowledge of human development, learning differences and special needs, instructing English learners, assessing student progress, classroom management techniques, and reading instruction. The two constructed-response questions in the TFE in English and Mathematics cover methods in middle school and in high school. Four constructed-response questions are included in the TFE: Multiple Subject, with individual questions covering teaching methods in each of the following: mathematics, social science, English, and science teaching methods.

### Exam Volume

The TFE is administered four times a year. Since the TFE exam is a fairly new exam, data are available for 2003 to 2005 only. Approximately 300 examinees took the TFE exams during the 2003-04 year, and 21 examinees took in 2004-05.

### Scoring of the TFE

To pass the TFE, candidates must take the entire examination at one administration and obtain the minimum passing score based on their performance on the overall test. In each TFE, the multiple-choice questions comprise one-third of the total score and the constructed-response questions the remaining two-thirds. Candidates receive a scaled score computed from the total number of raw points in each component and the weighting of each component in a way that adjusts for the complexities of the questions. The raw scores for the TFE tests are converted to a scaled score.

**Table 15: TFE State Cut Score and Score Range**

Test Name	State Cut Score	Score Range
TFE: Multiple Subject	155	100-200
TFE: English	173	100-200
TFE: Mathematics	153	100-200

### Passing Rate

Table 16 provides data for the passing rate for three of the five Teaching Foundations Exams – Multiple Subject, English, and Mathematics. Please note – only a sufficient number of examinees have taken the Multiple Subject, English, and Mathematics to establish passing standards. TFE: Science and TFE: Social Science cut scores have not yet determined.

**Table 16: TFE Passing Rate****(September 2003 – August 2004)**

	<b>2003-2004</b>			<b>2004-2005</b>		
	<b>N Completed</b>	<b>N Passed</b>	<b>% Passed</b>	<b>N Completed</b>	<b>N Passed</b>	<b>% Passed</b>
TFE: Multiple Subject	183	111	61%	7	7	100%
TFE: English	70	44	63%	9	8	89%
TFE: Mathematics	59	21	42%	5	3	60%

For the 2003-04, the TFE: Multiple Subject and TFE: English had a passing rate of 61% and 63%, respectively. The TFE: Mathematics passing rate is only 42%. For the 2004-05, the volume was too low for the passing rate and other related statistics to be used for analysis. Data by gender and ethnicity passing rate are unavailable.

## **Crosscultural, Language and Academic Development (CLAD) and Bilingual, Crosscultural, Language and Academic Development (BCLAD)**

The purpose of the CLAD/BCLAD examinations is to help identify candidates for certification who have demonstrated the level of knowledge and skills required to effectively teach English Learners (EL). The CLAD/BCLAD examinations are criterion-referenced, that is, the examinee's knowledge and skills are measured in relation to an established standard rather than in relation to the performance of other examinees.

The CLAD/BCLAD exams include six separate tests. Passage of the first three tests is one way to satisfy one of the requirements for a CLAD certificate. Passage of all six tests is one way to satisfy one of the requirements for a BCLAD certificate.

### *Test 1 - Language Structure and First- and Second-Language Development:*

This test covers first- and second-language development, universals and differences in language structure and use, and the structure and use of the English language. Test 1 is in English and consists of 50 multiple-choice questions.

### *Test 2 - Methodology of Bilingual, English Language Development, and Content Instruction:*

This test covers theories and methods of (a) bilingual education needed by all teachers of English Learners (EL), (b) instruction for English Language Development (ELD), and (c) specifically designed academic instruction delivered in English (SDAIE). Methods of language and content-area assessment are also covered. Test 2 is in English and consists of 50 multiple-choice questions and one essay.

### *Test 3 - Culture and Cultural Diversity:*

This test covers the nature and content of culture, crosscultural contact and interactions, cultural diversity in California and the United States, and issues related to the provision of culturally responsive pedagogy, such as classroom organization and interactions, curriculum, instructional strategies, and the roles of families and community resources. Test 3 is in English, does not focus on any specific cultural group, and consists of 40 multiple-choice questions and one essay.

### *Test 4 - Methodology for Primary-Language Instruction:*

This test covers instructional delivery and assessment in a bilingual classroom and the evaluation and use of primary-language materials. Test 4 is in English, does not focus on any specific language, and consists of 40 multiple-choice questions.

### *Test 5 - The Culture of Emphasis:*

There are multiple versions of Test 5, each focusing on a specific culture. Each version of Test 5 covers the origins and characteristics of the culture of emphasis as well as the experiences in the United States and California of the people of the culture of emphasis, including topics such as major historical periods, demography, migration and immigration, cultural contributions, and intragroup and intergroup relations. Each version of Test 5 is in English and consists of 50 multiple-choice questions. Test 5 is available



for Armenian, Chinese, Filipino, Hmong, Khmer, Korean, Latino, Punjabi, and Vietnamese.

*Test 6 - The Language of Emphasis:*

There are multiple versions of Test 6, each focusing on a specific language. Each version of Test 6 consists of four separate components – listening, reading, speaking, and writing. For the Listening component, examinees listen to oral language samples and answer 21 multiple-choice questions. For the Reading component, examinees read passages that are written in the language of emphasis and answer 26 multiple-choice questions. For the Speaking component, examinees respond orally in the language of emphasis to three speaking assignments presented in English and then read aloud two passages in the language of emphasis. For the Writing component, examinees write an essay in the language of emphasis in response to a writing assignment presented in English and then translate a passage from English into the language of emphasis. All four components are available for Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, and Vietnamese.

*Note: Comparable exams to Test 5 and Test 6 are available in Portuguese through the Merced County Office of Education.*

### Exam Volume

The annual number of CLAD (Tests 1, 2, 3) examiness has increased in the past three years, from approximately 2,600 examinees in 2000-01 to 4,800 in 2004-05. For BCLAD Tests 4 and 5, the number of examinees has also increased in the past five years.

**Table 17: Number of CLAD/BCLAD Exams Administered  
(December 2000 – June 2005)**

Year	CLAD Test 1	CLAD Test 2	CLAD Test 3	BCLAD Test 4	BCLAD Test 5*	BCLAD Test 6**			
						Listening	Readin g	Speakin g	Writing
2000-01	2,740	2,590	2,819	713	736	959	923	1,013	1,024
2001-02	2,951	2,876	3,001	870	857	933	891	991	1,023
2002-03	4,149	4,108	4,167	971	999	934	905	975	1,008
2003-04	4,009	4,115	4,007	930	885	782	780	821	887
2004-05	4,542	4,863	4,551	1,232	1,096	923	932	954	1,025

*\*BCLAD Test 5 – Cultural Emphasis – Latino*

*\*\*BCLAD Test 6 for Spanish only. For other tests such as Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Portuguese, Punjabi, and Vietnamese, the annual number for each of the four components is less than 40, so they are not reported here.*

### Passing Rate

Table 18 shows data for both cumulative and first-time passing rates for each of the recent five cohorts, 2000-01 through 2004-05. The total number of examinees who completed all three tests, the number passed, and the percent passed are provided below.

**Table 18: CLAD All Three Tests – Cumulative and First-time Passing Rates  
(December 2000 – June 2005)**

Year	Cumulative Passing Rate			First-time Passing Rate		
	N Tried all 3 Tests	N Passed all 3 Tests	% Passed all 3 Tests	N Tried all 3 Tests	N Passed all 3 Tests	% Passed all 3 Tests
2000-01 to 2004-05	8,711	6,254	71.8%	11,989	61,63	51.4%
2000-01	2,000	1,439	72.0%	2,000	1,030	51.5%
2001-02	2,348	1,713	73.0%	2,348	1,188	50.6%
2002-03	3,279	2,418	73.7%	3,279	1,810	55.2%
2003-04	3,084	2,123	68.8%	3,084	1,604	52.0%
2004-05				3,278	1,561	47.6%

The cumulative passing rate for CLAD (Tests 1, 2, 3) is 71.8% and the first-time passing rate is 51.4% for the past five cohorts. The cumulative passing rate is shown a slight declining trend from 72.0% in 2000-01 to 68.8% in 2003-04. Similarly, the first-time passing rate also shows a slight declining pattern, 51.5% in 2000-01 to 47.6% in 2004-05.

**Table 19: BCLAD All Three Tests – Cumulative and First-time Passing Rates  
(December 2000 – June 2005)**

Year	Cumulative Passing Rate			First-time Passing Rate		
	N Tried all 3 Tests	N Passed all 3 Tests	% Passed all 3 Tests	N Tried all 3 Tests	N Passed all 3 Tests	% Passed all 3 Tests
2000-01 to 2004-05	1,346	821	61.0%	1,800	568	31.6%
2000-01	381	266	69.8%	381	147	38.6%
2001-02	432	267	61.8%	432	138	31.9%
2002-03	494	314	63.6%	494	165	33.4%
2003-04	420	240	57.1%	420	132	31.4%
2004-05				454	133	29.3%

The cumulative passing rate for BCLAD (Tests 4, 5, 6) is 61.0% and the first-time passing rate is 31.6% for the past five cohorts. The cumulative passing rate shows a declining trend – 69.8% in 2000-01 to 57.1% in 2003-04. Similarly, the first-time passing rate for BCLAD also shows a declining pattern, ranging from 38.6% in 2000-01 to 29.3% in 2004-05.

**Summary**

For CBEST, the first-time passing rate was in the low 70% range and the cumulative passing rate was in the mid to upper 80% range. There is a decline of 5 percentage points between 2000-01 and 2004-05 cohorts for the cumulative passing rate.

For RICA, the first-time passing rate is in the 80% range and the cumulative passing rate was in the upper 90% range. Both first-time and cumulative passing rates show a steady pattern for the past five cohorts, 2000-01 to 2004-05.

Overall, the CSET Multiple Subject annual passing rate was 74.6% and cumulative passing rate was 81.8%. Since the CSET Single Subject exams are fairly new, it is difficult to see a pattern yet for each of the single subjects.

Overall, all exams show a fairly steady pattern of the passing rate for the past five years 2000-01 to 2004-05. There is a slight decline in the volume of CBEST in the past two years. After a steady increase in the volume for RICA, there is also a decline in the number of examinees for RICA. CSET Single Subject examinations are fairly new so the volume is still low for CSET single subjects. The difference between the first-time passing rate and the cumulative passing rate for CBEST, RICA, and CSET exams clearly indicates that candidates persevere to take and pass the exams, thus increasing the cumulative passing rates.

## **Appendix**

Appendix A1 – CBEST Preparation and Demographic Data, July 2000 to June 2005

Appendix A2 – CBEST Cumulative and First-time Passing Rates by Demographic Variables, July 2000 to June 2005

Appendix B1 – RICA Preparation and Demographic Data, August 2000 to July 2005

Appendix B2 – RICA Cumulative and First-time Passing Rates by Demographic Variables August 2000 to June 2005

Appendix C – CSET Cumulative and Annual Passing Rates by Demographic Variables, January 2003 to June 2005

Appendix C1 – CSET: Multiple Subject

Appendix C2 – CSET: English

Appendix C3 – CSET: Mathematics (Foundational Level)

Appendix C4 – CSET: Mathematics

Appendix C5 – CSET: Social Science

Appendix C6 – CSET: Biology/Life Science

Appendix C7 – CSET: Biology/Life Science (specialized)

Appendix C8 – CSET: Chemistry

Appendix C9 – CSET: Chemistry (specialized)

Appendix C10 – CSET: Physics

Appendix C11 – CSET: Physics (specialized)

Appendix C12 – CSET: Earth/Planetary Science

Appendix C13 – CSET: Earth/Planetary Science (specialized)

**Appendix A1: CBEST Participation and Demographic Data  
July 2000 to June 2005**

	<b>Cohorts 2000 to 2004</b>	
	<b>N</b>	<b>%</b>
ALL EXAMINEES	303,204	100.0
<b>Highest Level of high school Math Completed</b>		
No High School Math	655	0.2
General Math/Algebra I	30,167	9.9
Algebra II and/or Geometry	105,391	34.8
Pre-calculus	110,779	36.5
Calculus	51,425	17.0
No response	4,787	1.6
<b>Number of high school Literature courses</b>		
No courses taken	32,353	10.7
1 course	74,898	24.7
2 or 3 courses	184,977	61.0
No response	10,976	3.6
<b>Number of high school Writing courses</b>		
No courses taken	76,192	25.1
1 course	109,405	36.1
2 or 3 courses	106,631	35.2
No response	10,976	3.6
<b>Number of high school Oral Language courses</b>		
No courses taken	227,140	74.9
1 or 2 courses	65,088	21.5
No response	10,976	3.6
<b>High School GPA</b>		
3.50 to 4.00	118,304	39.0
3.00 to 3.49	108,776	35.9
2.50 to 2.99	52,774	17.4
Below 2.50	15,011	5.0
No response	8,339	2.8
<b>High School Attendance</b>		
In California	204,539	67.5
Some in California	9,676	3.2
Not in California	85,280	28.1
No response	3,709	1.2
<b>College Math</b>		
No college math	23,972	7.9
HS-level courses	92,745	30.6
Calculus and/or Statistics	145,497	48.0
Advanced math	35,026	11.6
No response	5,964	2.0
<b>College GPA</b>		
3.50 to 4.00	74,187	24.5
3.00 to 3.49	125,809	41.5
2.50 to 2.99	78,291	25.8
Below 2.50	16,158	5.3
No response	8,759	2.9
<b>Number of college Literature courses</b>		
No courses taken	87,380	28.8
1 course	95,638	31.5

2 or 3 courses	112,243	37.0
No response	7,943	2.6
<b>Number of college Writing courses</b>		
No courses taken	65,264	21.5
1 course	131,115	43.2
2 or 3 courses	98,882	32.6
No response	7,943	2.6
<b>Number of college Oral Language courses</b>		
No courses taken	163,804	54.0
1 or 2 courses	131,457	43.4
No response	7,943	2.6
<b>Education Level</b>		
HS/Lower Division College	19,871	6.6
Upper Division College	77,680	25.6
Bachelor's degree	107,230	35.4
Bachelor's degree + additional units	56,289	18.6
Master's degree	20,628	6.8
More than Master's degree	17,772	5.9
No response	3,734	1.2
<b>Years away from college</b>		
Currently attending college	91,015	30.0
Less than a year	52,093	17.2
1-3 years	47,894	15.8
4-10 years	44,155	14.6
More than 10 years	56,863	18.8
No response	11,184	3.7
<b>Professional Preparation</b>		
Enrolled in Professional Preparation Program	202,707	66.9
Completed Professional Preparation Program	28,788	9.5
Considering a Professional Preparation Program	27,922	9.2
Not enrolled in Professional Preparation Program	5,849	1.9
Have not begun Professional Preparation Program	28,499	9.4
No response	9,439	3.1
<b>Special Preparation</b>		
Took test preparation courses	20,786	6.9
Did not take test preparation courses	277,273	91.4
No response	5,145	1.7
<b>Employment Status</b>		
Student	75,063	24.8
Working as a teacher in a school	24,728	8.2
Working as school/district administrator	1,978	0.7
Working in another school role	36,358	12.0
Employed, but not in a school role	112,046	37.0
Unemployed outside the home	45,434	15.0
No response	7,597	2.5
<b>Reason for Taking CBEST</b>		
For teaching credential	147,819	48.8
For service credential	5,876	1.9
For Full-time or Part-time employment or substitute list	115,803	38.2
For admission to Professional Preparation program	27,357	9.0
Other	1,074	0.4
No response	5,275	1.7
<b>Type of Credential</b>		
Elementary teaching	97,695	32.2

Secondary teaching	65,031	21.4
Teaching adults	4,471	1.5
Teaching special education students	10,325	3.4
Admin. Services or school counseling	8,719	2.9
Emergency/substitute teaching	42,993	14.2
Other credential or permit	15,783	5.2
Not now seeking credential/permit	46,500	15.3
No response	11,687	3.9
<b>Father's Education</b>		
High school diploma or less	93,173	30.7
Some college	62,887	20.7
Bachelor's degree or higher	129,300	42.6
Unknown	13,010	4.3
No response	4,834	1.6
<b>Mother's Education</b>		
High school diploma or less	103,839	34.2
Some college	82,191	27.1
Bachelor's degree or higher	103,971	34.3
Unknown	8,601	2.8
No response	4,602	1.5
<b>Best Language</b>		
English	282,593	93.2
Spanish	8,215	2.7
Other languages	8,780	2.9
No response	3,616	1.2
<b>Gender</b>		
Female	202,937	66.9
Male	94,113	31.0
No response	6,154	2.0
<b>Ethnicity</b>		
African American	17,367	5.7
Asian American	19,947	6.6
Filipino	8,684	2.9
South East Asian	3,394	1.1
Pacific Islander	1,067	0.4
Mexican American	32,763	10.8
Latino	17,093	5.6
Native American	1,693	0.6
White	166,014	54.8
Other	15,569	5.1
No response	19,613	6.5

**Appendix A2: CBEST Cumulative and First-time Passing Rates by Demographic Variables  
July 2000 to June 2005**

	<b>Cumulative Passing Rate: Cohorts 2000 to 2004</b>			<b>First-time Passing Rate: Cohorts 2000 to 2004</b>		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	296,359	255,701	86.3	284,096	205,509	72.3
<b>High School Math Coursework</b>						
No High School Math	584	422	72.3	526	307	58.4
General Math/Algebra I	28,554	20,968	73.4	26,196	13,529	51.6
Algebra II and/or Geometry	103,124	87,401	84.8	98,288	66,192	67.3
Pre-calculus	109,064	97,636	89.5	105,825	82,080	77.6
Calculus	50,446	45,299	89.8	48,893	40,004	81.8
No response	4,587	3,975	86.7	4,368	3,397	77.8
<b>High School GPA</b>						
3.50 to 4.00	116,686	107,267	91.9	113,765	94,546	83.1
3.00 to 3.49	106,175	89,875	84.6	101,484	69,854	68.8
2.50 to 2.99	51,051	40,458	79.3	47,852	27,873	58.2
Below 2.50	14,478	11,438	79.0	13,393	7,509	56.1
No response	7,969	6,663	83.6	7,602	5,727	75.3
<b>High School Attendance</b>						
In California	200,767	174,929	87.1	192,953	138,719	71.9
Some in California	9,399	7,899	84.0	8,827	6,146	69.6
Not in California	82,633	69,787	84.5	78,906	57,967	73.5
No response	3,560	3,086	86.7	3,410	2,677	78.5
<b>College Math</b>						
No college math	23,368	20,369	87.2	22,617	17,756	78.5
HS-level courses	90,131	75,042	83.3	85,843	57,610	67.1
Calculus and/or Statistics	143,110	127,014	88.8	137,987	104,174	75.5
Advanced math	34,012	28,408	83.5	32,145	21,723	67.6
No response	5,738	4,868	84.8	5,504	4,246	77.1
<b>College GPA</b>						
3.50 to 4.00	72,946	67,179	92.1	70,353	58,278	82.8
3.00 to 3.49	123,332	108,239	87.8	118,296	87,095	73.6
2.50 to 2.99	76,107	61,762	81.2	72,546	45,866	63.2
Below 2.50	15,580	11,634	74.7	14,817	8,286	55.9
No response	8,394	6,887	82.0	8,084	5,984	74.0
<b>Number of college Literature courses</b>						
No courses taken	84,702	72,090	85.1	81,251	60,634	74.6
1 course	93,633	80,832	86.3	90,046	66,014	73.3
2 or 3 courses	110,587	96,889	87.6	105,818	73,874	69.8
No response	7,407	5,890	79.5	6,981	4,987	71.4
<b>Number of college Oral Language courses</b>						
No courses taken	160,206	140,401	87.6	154,992	120,163	77.5
1 or 2 courses	128,746	109,410	85.0	122,123	80,359	65.8
No response	7,407	5,890	79.5	6,981	4,987	71.4
<b>Education Level</b>						
HS/Lower Division College	19,079	15,241	79.9	18,495	12,792	69.2
Upper Division College	76,024	66,688	87.7	72,353	51,609	71.3
Bachelor's degree	105,033	90,602	86.3	101,098	73,270	72.5
Bachelor's degree + additional units	55,115	47,327	85.9	52,521	37,263	70.9
Master's degree	20,116	17,371	86.4	19,395	14,726	75.9
More than Master's degree	17,407	15,405	88.5	16,793	13,170	78.4



No response	3,585	3,067	85.6	3,441	2,679	77.9
<b>Years away from college</b>						
Currently attending college	88,874	76,899	86.5	84,839	60,103	70.8
Less than a year	51,397	45,245	88.0	49,621	35,764	72.1
1-3 years	47,049	40,051	85.1	45,280	32,031	70.7
4-10 years	43,012	36,572	85.0	41,209	29,942	72.7
More than 10 years	55,257	47,820	86.5	52,707	39,657	75.2
No response	10,770	9,114	84.6	10,440	8,012	76.7
<b>Professional Preparation</b>						
Enrolled in Professional Preparation Program	198,566	172,802	87.0	191,575	143,211	74.8
Completed Professional Preparation Program	28,171	24,236	86.0	26,934	18,530	68.8
Considering a Professional Preparation Program	27,255	22,827	83.8	25,232	14,550	57.7
Not enrolled in Professional Preparation Program	5,594	4,230	75.6	5,199	3,060	58.9
Have not begun Professional Preparation Program	27,703	23,893	86.2	26,392	19,353	73.3
No response	9,070	7,713	85.0	8,764	6,805	77.6
<b>Special Preparation</b>						
Took test preparation courses	19,734	14,893	75.5	17,238	7,555	43.8
Did not take test preparation courses	271,655	236,453	87.0	262,089	194,168	74.1
No response	4,970	4,355	87.6	4,769	3,786	79.4
<b>Employment Status</b>						
Student	73,583	64,594	87.8	70,448	51,060	72.5
Working as a teacher in a school	24,037	20,358	84.7	22,739	15,465	68.0
Working as school/district administrator	1,916	1,556	81.2	1,798	1,207	67.1
Working in another school role	35,232	29,155	82.8	32,606	20,303	62.3
Employed, but not in a school role	109,823	95,051	86.5	106,367	78,969	74.2
Unemployed outside the home	44,415	38,577	86.9	43,014	32,816	76.3
No response	7,353	6,410	87.2	7,124	5,689	79.9
<b>Reason for Taking CBEST</b>						
For teaching credential	144,101	123,055	85.4	136,747	93,677	68.5
For service credential	5,754	5,071	88.1	5,457	3,881	71.1
For Full-time or Part-time employment or substitute list	113,649	98,690	86.8	110,385	83,908	76.0
For admission to Professional Preparation program	26,746	23,801	89.0	25,569	19,497	76.3
Other	1,050	918	87.4	1,020	809	79.3
No response	5,059	4,166	82.3	4,918	3,737	76.0
<b>Type of Credential</b>						
Elementary teaching	95,191	80,503	84.6	89,827	59,494	66.2
Secondary teaching	63,777	56,433	88.5	61,469	46,539	75.7
Teaching adults	4,272	3,314	77.6	3,984	2,502	62.8
Teaching special education students	9,998	8,230	82.3	9,325	5,713	61.3
Admin. Services or school counseling	8,510	7,098	83.4	8,078	5,249	65.0
Emergency/substitute teaching	42,319	37,571	88.8	41,177	32,079	77.9
Other credential or permit	15,438	13,341	86.4	14,949	11,259	75.3
Not now seeking credential/permit	45,569	39,701	87.1	44,248	33,956	76.7
No response	11,285	9,510	84.3	11,039	8,718	79.0
<b>Father's Education</b>						
High school diploma or less	90,113	73,289	81.3	84,483	53,271	63.1
Some college	61,922	54,819	88.5	60,065	44,890	74.7
Bachelor's degree or higher	127,351	114,876	90.2	124,101	98,811	79.6

Unknown	12,309	8,634	70.1	10,962	4,966	45.3
No response	4,664	4,083	87.5	4,485	3,571	79.6
<b>Mother's Education</b>						
High school diploma or less	100,310	81,662	81.4	93,993	59,699	63.5
Some college	80,991	72,029	88.9	78,734	59,631	75.7
Bachelor's degree or higher	102,622	92,970	90.6	100,195	80,301	80.1
Unknown	7,989	5,128	64.2	6,902	2,469	35.8
No response	4,447	3,912	88.0	4,272	3,409	79.8
<b>Best Language</b>						
English	277,947	244,517	88.0	268,976	199,993	74.4
Spanish	7,173	4,152	57.9	5,346	1,278	23.9
Other languages	7,788	4,123	52.9	6,460	1,714	26.5
No response	3,451	2,909	84.3	3,314	2,524	76.2
<b>Gender</b>						
Female	198,060	169,818	85.7	188,975	133,988	70.9
Male	92,234	80,279	87.0	89,110	66,190	74.3
No response	6,065	5,604	92.4	6,011	5,331	88.7
<b>Ethnicity</b>						
African American	16,635	11,420	68.7	15,466	6,844	44.3
Asian American	19,185	14,911	77.7	18,182	11,503	63.3
Filipino	8,362	5,808	69.5	7,974	4,039	50.7
South East Asian	3,182	2,198	69.1	2,893	1,464	50.6
Pacific Islander	1,049	854	81.4	999	648	64.9
Mexican American	31,559	24,820	78.6	28,838	15,639	54.2
Latino	15,965	11,818	74.0	14,170	7,332	51.7
Native American	1,662	1,436	86.4	1,618	1,139	70.4
White	164,267	152,052	92.6	160,393	130,539	81.4
Other	15,179	12,730	83.9	14,472	9,770	67.5
No response	19,314	17,564	91.4	19,091	16,592	86.9

**Appendix B1 – RICA Preparation and Demographic Data  
August 2000 – July 2005**

	Written Exam (WE)		Video Performance Assessment (VPA)		WE and VPA combined	
	N	%	N	%	N	%
ALL EXAMINEES	86,233	100.0	304	100.0	86,328	100.0
<b>Educational Level</b>						
High School diploma	1,780	2.1	0	0	1,778	2.1
Associate of Arts degree	979	1.1	0	0	976	1.1
Bachelor's degree	8,882	10.3	21	6.9	8,846	10.2
Bachelor's degree + additional credits	63,983	74.2	219	72.0	63,697	73.8
Master's degree	2,642	3.1	23	7.6	2,622	3.0
Master's degree + additional credits	4,111	4.8	34	11.2	4,098	4.7
Doctoral degree	487	0.6	2	0.7	485	0.6
Did not respond	3,369	3.9	5	1.6	3,826	4.4
<b>College Grade Point Average</b>						
3.50 to 4.00	28,856	33.5	79	26.0	28,790	33.3
3.00 to 3.49	35,965	41.7	138	45.4	35,796	41.5
2.50 to 2.99	15,286	17.7	69	22.7	15,186	17.6
2.00 to 2.49	2,222	2.6	15	4.9	2,197	2.5
Below 2.00	30	0	0	0	29	0
Did not attend college	8	0	0	0	8	0
Did not respond	3,866	4.5	3	1.0	4,322	5.0
<b>Professional Preparation</b>						
Not begun Professional Preparation	4,016	4.7	10	3.3	3,979	4.6
College/University Internship Program:						
First year in Program	10,318	12.0	17	5.6	10,293	11.9
Second year in Program	9,205	10.7	24	7.9	9,158	10.6
Completed Program	8,018	9.3	73	24.0	7,930	9.2
District Internship Program:						
First year in Program	2,313	2.7	6	2.0	2,307	2.7
Second year in Program	3,178	3.7	8	2.6	3,152	3.7
Completed Program	1,248	1.4	13	4.3	1,229	1.4
Non-intern College/University Program:						
Not begun student teaching	9,492	11.0	7	2.3	9,458	11.0
Begun student teaching	20,078	23.3	23	7.6	20,021	23.2
Completed student teaching	6,951	8.1	27	8.9	6,913	8.0
Completed Program	5,158	6.0	34	11.2	5,125	5.9
Did not respond	6,258	7.3	62	20.4	6,763	7.8
<b>Preparation for Reading Instruction</b>						
No preparation	3,393	3.9	12	3.9	3,395	3.9
Completed IHE course in Methods of Reading Instruction	67,157	77.9	165	54.3	67,187	77.8
Completed District Internship course	8,165	9.5	37	12.2	8,180	9.5
Observed Reading instruction in a K-12 school	28,125	32.6	72	23.7	28,151	32.6
Worked with individual students in K-12 school to improve their Reading skills	23,982	27.8	69	22.7	24,004	27.8
Had daily responsibility for classroom Reading instruction as student teacher or intern	30,212	35.0	92	30.3	30,245	35.0
<b>Student teaching assignments</b>						
None	26,394	30.6	58	19.1	26,289	30.5

One	25,505	29.6	61	20.1	25,399	29.4
Two	19,147	22.2	91	29.9	19,033	22.0
Three	4,327	5.0	23	7.6	4,293	5.0
Four or more	3,771	4.4	12	3.9	3,727	4.3
Did not respond	7,089	8.2	59	19.4	7,587	8.8
<b>Grade level teaching experience in providing Reading Instruction</b>						
None	10,047	11.7	4	1.3	10,039	11.6
Pre K-2	51,015	59.2	155	51.0	51,058	59.1
3-5	43,955	51.0	122	40.1	43,984	50.9
6-8	18,289	21.2	79	26.0	18,308	21.2
9-12	5,665	6.6	28	9.2	5,668	6.6
<b>Best Language of Communication</b>						
English	78,818	91.4	270	88.8	78,507	90.9
Spanish	2,847	3.3	25	8.2	2,797	3.2
Vietnamese	149	0.2	0	0	148	0.2
Cantonese	114	0.1	1	0.3	115	0.1
Hmong	100	0.1	0	0	99	0.1
Other	887	1.0	5	1.6	885	1.0
Did not respond	3,318	3.8	3	1.0	3,777	4.4
<b>First language of Communication</b>						
English only	59,819	69.4	213	70.1	59,890	69.4
English and one or more other languages	12,536	14.5	42	13.8	12,547	14.5
One or more languages other than English	10,528	12.2	46	15.1	10,539	12.2
Did not respond	3,350	3.9	3	1.0	3,352	3.9
<b>Gender</b>						
Female	70,108	81.3	187	61.5	70,177	81.3
Male	15,735	18.2	117	38.5	15,761	18.3
Did not respond	390	0.5	0	0	390	0.5
<b>Ethnicity</b>						
African American/Black	3,894	4.5	34	11.2	3,902	4.5
Asian American/Asian	4,516	5.2	7	2.3	4,519	5.2
Filipino	1,565	1.8	3	1.0	1,566	1.8
Southeast Asian American	884	1.0	0	0	884	1.0
Pacific Island American	237	0.3	1	0.3	238	0.3
Mexican American or Chicano	13,316	15.4	50	16.4	13,330	15.4
Latino, Latin American, Puerto Rican, Hispanic	5,903	6.8	32	10.5	5,911	6.8
Native American, American Indian	528	0.6	2	0.7	528	0.6
White, non-Hispanic	49,184	57.0	123	40.5	49,222	57.0
Other	5,013	5.8	11	3.6	5,014	5.8
Did not respond	1,193	1.4	41	13.5	1,214	1.4

**Appendix B2: RICA (Written & VPA combined) Cumulative and First-time Passing Rates  
August 2000 - July 2005**

	Cumulative Passing Rate			First-time Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
ALL EXAMINEES	86,328	82,375	95.4	86,328	70,991	82.2
<b>Educational Level</b>						
High School diploma	1,778	1,708	96.1	1,867	1,624	87.0
Associate of Arts degree	976	911	93.3	1,060	815	76.9
Bachelor's degree	8,846	8,365	94.6	9,243	7,280	78.8
Bachelor's degree + additional credits	63,697	61,151	96.0	64,202	53,195	82.9
Master's degree	2,622	2,417	92.2	2,415	1,894	78.4
Master's degree + additional credits	4,098	3,877	94.6	4,035	3,381	83.8
Doctoral degree	485	467	96.3	492	440	89.4
Did not respond	3,826	3,479	90.9	3,014	2,362	78.4
<b>College Grade Point Average</b>						
3.50 to 4.00	28,790	27,969	97.1	28,632	25,386	88.7
3.00 to 3.49	35,796	34,216	95.6	36,009	29,499	81.9
2.50 to 2.99	15,186	14,218	93.6	15,828	11,738	74.2
2.00 to 2.49	2,197	1,975	89.9	2,262	1,514	66.9
Below 2.00	29	27	93.1	29	19	65.5
Did not attend college	8	7	87.5	8	6	75.0
Did not respond	4,322	3,963	91.7	3,560	2,829	79.5
<b>Professional Preparation</b>						
Not begun Professional Preparation	3,979	3,528	88.7	4,223	2,890	68.4
College/University Internship Program:						
First year in Program	10,293	9,948	96.6	11,113	9,252	83.3
Second year in Program	9,158	8,864	96.8	9,479	7,983	84.2
Completed Program	7,930	7,439	93.8	7,160	5,575	77.9
District Internship Program:						
First year in Program	2,307	2,176	94.3	2,403	1,890	78.7
Second year in Program	3,152	3,061	97.1	3,127	2,671	85.4
Completed Program	1,229	1,119	91.0	997	770	77.2
Non-intern College/University Program:						
Not begun student teaching	9,458	9,020	95.4	10,385	8,611	82.9
Begun student teaching	20,021	19,671	98.3	21,141	18,348	86.8
Completed student teaching	6,913	6,555	94.8	6,102	4,914	80.5
Completed Program	5,125	4,784	93.3	4,368	3,448	78.9
Did not respond	6,763	6,210	91.8	5,830	4,639	79.6
<b>Preparation for Reading Instruction</b>						
No preparation	3,395	2,999	88.3	3,455	2,394	69.3
Completed IHE course in Methods of Reading Instruction	67,187	64,661	96.2	67,840	56,830	83.8
Completed District Internship course	8,180	7,861	96.1	8,187	6,762	82.6
Observed Reading instruction in a K-12 school	28,151	27,235	96.7	28,777	24,481	85.1
Worked with individual students in K-12 school to improve their Reading skills	24,004	23,205	96.7	24,440	20,837	85.3
Had daily responsibility for classroom Reading instruction as student teacher or intern	30,245	29,418	97.3	30,270	26,135	86.3
<b>Student teaching assignments</b>						
None	26,289	25,017	95.2	28,783	23,132	80.4
One	25,399	24,606	96.9	25,683	21,790	84.8
Two	19,033	18,196	95.6	17,470	14,534	83.2
Three	4,293	4,111	95.8	4,162	3,467	83.3

Four or more	3,727	3,506	94.1	3,782	2,944	77.8
Did not respond	7,587	6,939	91.5	6,448	5,124	79.5
<b>Grade level teaching experience in providing Reading Instruction</b>						
None	10,039	9,412	93.8	11,000	8,713	79.2
Pre K-2	51,058	49,134	96.2	50,782	42,490	83.7
3-5	43,984	42,306	96.2	43,354	36,542	84.3
6-8	18,308	17,402	95.1	18,235	14,962	82.1
9-12	5,668	5,217	92.0	5,707	4,293	75.2
<b>Best Language of Communication</b>						
English	78,507	75,383	96.0	79,285	66,384	83.7
Spanish	2,797	2,452	87.7	2,802	1,538	54.9
Vietnamese	148	126	85.1	149	74	49.7
Cantonese	115	104	90.4	116	74	63.8
Hmong	99	86	86.9	98	45	45.9
Other	885	792	89.5	896	565	63.1
Did not respond	3,777	3,432	90.9	2,982	2,311	77.5
<b>First language of Communication</b>						
English only	59,890	57,869	96.6	59,890	51,813	86.5
English and one or more other languages	12,547	11,741	93.6	12,547	9,529	75.9
One or more languages other than English	10,539	9,678	91.8	10,539	7,272	69.0
Did not respond	3,352	3,087	92.1	3,352	2,377	70.9
<b>Gender</b>						
Female	70,177	67,561	96.3	70,177	59,553	84.9
Male	15,761	14,443	91.6	15,761	11,077	70.3
Did not respond	390	371	95.1	390	361	92.6
<b>Ethnicity</b>						
African American/Black	3,902	3,428	87.9	3,902	2,610	66.9
Asian American/Asian	4,519	4,337	96.0	4,519	3,730	82.5
Filipino	1,566	1,489	95.1	1,566	1,279	81.7
Southeast Asian American	884	808	91.4	884	574	64.9
Pacific Island American	238	219	92.0	238	188	79.0
Mexican American or Chicano	13,330	12,409	93.1	13,330	9,615	72.1
Latino, Latin American, Puerto Rican, Hispanic	5,911	5,466	92.5	5,911	4,165	70.5
Native American, American Indian	528	496	93.9	528	424	80.3
White, non-Hispanic	49,222	47,843	97.2	49,222	43,277	87.9
Other	5,014	4,741	94.6	5,014	4,045	80.7
Did not respond	1,214	1,139	93.8	1,214	1,084	89.3

**Appendix C1: CSET Multiple Subject – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	Cumulative Passing Rate			Annual Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>56,533</b>	<b>46,249</b>	<b>81.8</b>	<b>17,888</b>	<b>13,352</b>	<b>74.6</b>
<b>Ethnicity</b>						
African American	2,852	1,839	64.5	655	314	47.9
Asian American	5,085	4,259	83.8	1,586	1,202	75.8
Hispanic American	12,754	9,192	72.1	3,794	2,270	59.8
Native American	312	247	79.2	123	95	77.2
White, non-Hispanic	30,682	26,691	87.0	10,102	8,227	81.4
<b>Gender</b>						
Female	46,728	37,976	81.3	14,954	11,058	73.9
Male	9,394	7,914	84.2	2,766	2,155	77.9
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	41,809	35,095	83.9	12,324	9,438	76.6
To add an authorization	4,389	3,817	87.0	604	458	75.8
To meet NCLB requirement – possess MSTC	4,349	2,970	68.3	2,340	1,648	70.4
To meet NCLB requirement – no MSTC yet	2,509	1,777	70.8	1,534	1,087	70.9
<b>College Grade Point Average</b>						
Less than 3.0	12,873	9,614	74.7	3,921	2,484	63.4
3.0 or higher	39,139	33,234	84.9	12,557	9,905	78.9
<b>College/University Training</b>						
In California	42,094	34,569	82.1	13,134	9,833	74.9
Outside of California	5,862	5,037	85.9	1,791	1,457	81.4
None relevant to test	4,732	3,768	79.6	1,775	1,271	71.6
<b>Pre-internship Program</b>						
Yes	8,274	6,513	78.7	1,852	1,313	70.9
No	42,756	35,501	83.0	14,386	10,895	75.7
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	8,978	7,685	85.6	4,319	3,448	79.8
Bachelor's degree + additional credits	39,062	31,966	81.8	11,009	8,083	73.4
Master's degree or doctoral degree	4,416	3,587	81.2	1,263	959	75.9

**Appendix C2: CSET: English – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	Cumulative Passing Rate			Annual Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>6,933</b>	<b>5,019</b>	<b>72.4</b>	<b>2,180</b>	<b>1,356</b>	<b>62.2</b>
<b>Ethnicity</b>						
African American	445	247	55.5	111	40	36.0
Asian American	430	308	71.6	146	91	62.3
Hispanic American	803	496	61.8	223	109	48.9
Native American	42	25	59.5	15	8	53.3
White, non-Hispanic	4,500	3,420	76.0	1,463	970	66.3
<b>Gender</b>						
Female	4,629	3,408	73.6	1,496	934	62.4
Male	2,221	1,552	69.9	655	408	62.3
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	5,225	3,881	74.3	1,570	1,018	64.8
To add an authorization	1,106	750	67.8	433	250	57.7
<b>College Grade Point Average</b>						
Less than 3.0	1,276	768	60.2	365	166	45.5
3.0 or higher	5,038	3,827	76.0	1,611	1,077	66.9
<b>College/University Training</b>						
In California	4,325	3,079	71.2	1,381	839	60.8
Outside of California	1,588	1,273	80.2	454	329	72.5
None relevant to test	375	246	65.6	152	90	59.2
<b>Pre-internship Program</b>						
Yes	1,219	868	71.2	236	127	53.8
No	4,962	3,626	73.1	1,697	1,086	64.0
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	481	328	68.2	215	128	59.5
Bachelor's degree + additional credits	4,551	3,297	72.4	1,373	852	62.1
Master's degree or doctoral degree	1,344	1,015	75.5	414	276	66.7



**Appendix C3: CSET: Mathematics (Foundational Level) – Cumulative and Annual Passing Rates**  
**January 2003 – July 2005**

	<b>Cumulative Passing Rate</b>			<b>Annual Passing Rate</b>		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>3,999</b>	<b>1,458</b>	<b>36.5</b>	<b>1,656</b>	<b>483</b>	<b>29.2</b>
<b>Ethnicity</b>						
African American	306	61	19.9	120	15	12.5
Asian American	548	230	42.0	233	77	33.0
Hispanic American	610	159	26.1	261	49	18.8
Native American	25	7	28.0	7	2	28.6
White, non-Hispanic	2,172	874	40.2	883	292	33.1
<b>Gender</b>						
Female	1,881	661	35.1	841	241	28.7
Male	2,078	781	37.6	795	235	29.6
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	2,565	1,012	39.5	1,052	338	32.1
To add an authorization	1,039	317	30.5	465	114	24.5
<b>College Grade Point Average</b>						
Less than 3.0	1,200	381	31.8	464	106	22.8
3.0 or higher	2,397	923	38.5	1,037	335	32.3
<b>College/University Training</b>						
In California	2,526	882	34.9	1,063	289	27.2
Outside of California	704	326	46.3	287	118	41.1
None relevant to test	343	105	30.6	166	45	27.1
<b>Pre-internship Program</b>						
Yes	727	295	40.6	201	56	27.9
No	2,771	968	34.9	1,261	376	29.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	179	42	23.5	115	26	22.6
Bachelor's degree + additional credits	2,732	992	36.3	1,107	317	28.6
Master's degree or doctoral degree	737	291	39.5	302	108	35.8

**Appendix C4: CSET: Mathematics – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	Cumulative Passing Rate			Annual Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>3,079</b>	<b>1,493</b>	<b>48.5</b>	<b>610</b>	<b>276</b>	<b>45.2</b>
<b>Ethnicity</b>						
African American	211	52	24.6	18	4	22.2
Asian American	626	379	60.5	140	74	52.9
Hispanic American	352	114	32.4	56	16	28.6
Native American	7	3	42.9	-	-	-
White, non-Hispanic	1,555	767	49.3	320	142	44.4
<b>Gender</b>						
Female	1,252	535	42.7	261	104	39.8
Male	1,778	931	52.4	333	164	49.2
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	2,371	1,169	49.3	470	221	47.0
To add an authorization	396	185	46.7	82	26	31.7
<b>College Grade Point Average</b>						
Less than 3.0	897	333	37.1	159	47	29.6
3.0 or higher	1,893	1,021	53.9	393	200	50.9
<b>College/University Training</b>						
In California	1,784	802	45.0	355	145	40.8
Outside of California	798	480	60.2	142	92	64.8
None relevant to test	168	71	42.3	52	14	26.9
<b>Pre-internship Program</b>						
Yes	740	288	38.9	58	30	51.7
No	1,980	1,032	52.1	476	212	44.5
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	191	92	48.2	82	35	42.7
Bachelor's degree + additional credits	1,925	854	44.4	355	145	40.8
Master's degree or doctoral degree	690	413	59.9	119	68	57.1

**Appendix C5: CSET: Social Science – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	<b>Cumulative Passing Rate</b>			<b>Annual Passing Rate</b>		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>6,108</b>	<b>4,457</b>	<b>73.0</b>	<b>1,808</b>	<b>1,133</b>	<b>62.7</b>
<b>Ethnicity</b>						
African American	321	185	57.6	69	24	34.8
Asian American	340	235	69.1	94	40	42.6
Hispanic American	971	630	64.9	277	145	52.3
Native American	50	32	64.0	10	5	50.0
White, non-Hispanic	3,750	2,855	76.1	1,132	760	67.1
<b>Gender</b>						
Female	2,369	1,587	67.0	751	404	53.8
Male	3,681	2,827	76.8	1,029	710	69.0
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	4,883	3,587	73.5	1,398	871	62.3
To add an authorization	726	525	72.3	296	197	66.6
<b>College Grade Point Average</b>						
Less than 3.0	1,616	1,057	65.4	429	218	50.8
3.0 or higher	3,948	3,021	76.5	1,232	825	67.0
<b>College/University Training</b>						
In California	4,175	3,019	72.3	1,228	745	60.7
Outside of California	1,033	830	80.3	313	236	75.4
None relevant to test	344	226	65.7	129	69	53.5
<b>Pre-internship Program</b>						
Yes	884	657	74.3	174	111	63.8
No	4,592	3,357	73.1	1,466	919	62.7
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	560	372	66.4	242	133	55.0
Bachelor's degree + additional credits	4,087	2,949	72.2	1,162	720	62.0
Master's degree or doctoral degree	986	811	82.3	279	211	75.6

**Appendix C6: CSET: Biology/Life Science – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	<b>Cumulative Passing Rate</b>			<b>Annual Passing Rate</b>		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>2,802</b>	<b>2,172</b>	<b>77.5</b>	<b>688</b>	<b>483</b>	<b>70.2</b>
<b>Ethnicity</b>						
African American	129	65	50.4	21	6	28.6
Asian American	354	283	79.9	88	65	73.9
Hispanic American	345	228	66.1	70	33	47.1
Native American	29	21	72.4	6	3	50.0
White, non-Hispanic	1,663	1,352	81.3	412	307	74.5
<b>Gender</b>						
Female	1,623	1,222	75.3	403	274	68.0
Male	1,147	924	80.6	268	195	72.8
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	2,240	1,818	81.2	526	401	76.2
To add an authorization	331	202	61.0	103	48	46.6
<b>College Grade Point Average</b>						
Less than 3.0	822	596	72.5	179	112	62.6
3.0 or higher	1,759	1,419	80.7	451	332	73.6
<b>College/University Training</b>						
In California	1,801	1,433	79.6	432	310	71.8
Outside of California	637	498	78.2	161	120	74.5
None relevant to test	113	74	65.5	32	17	53.1
<b>Pre-internship Program</b>						
Yes	669	513	76.7	70	50	71.4
No	1,867	1,468	78.6	548	388	70.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	165	144	87.3	72	63	87.5
Bachelor's degree + additional credits	1,999	1,544	77.2	467	321	68.7
Master's degree or doctoral degree	449	350	78.0	96	65	67.7

**Appendix C7: CSET: Biology/Life Science (specialized) – Cumulative and Annual Passing Rates**  
**January 2003 – July 2005**

	Cumulative Passing Rate			Annual Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>459</b>	<b>345</b>	<b>75.2</b>	<b>206</b>	<b>151</b>	<b>73.3</b>
<b>Ethnicity</b>						
African American	33	20	60.6	15	7	46.7
Asian American	53	43	81.1	26	20	76.9
Hispanic American	64	47	73.4	23	16	69.6
Native American	3	3	100.0	2	2	100.0
White, non-Hispanic	263	202	76.8	120	93	77.5
<b>Gender</b>						
Female	283	209	73.9	125	98	78.4
Male	170	131	77.1	76	49	64.5
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	316	251	79.4	137	107	78.1
To add an authorization	80	51	63.8	45	29	64.4
<b>College Grade Point Average</b>						
Less than 3.0	144	108	75.0	68	48	70.6
3.0 or higher	273	210	76.9	122	92	75.4
<b>College/University Training</b>						
In California	267	203	76.0	128	96	75.0
Outside of California	104	77	74.0	46	32	69.6
None relevant to test	19	17	89.5	8	7	87.5
<b>Pre-internship Program</b>						
Yes	84	61	72.6	28	19	67.9
No	327	252	77.1	160	120	75.0
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	25	23	92.0	11	10	90.9
Bachelor's degree + additional credits	293	217	74.1	127	90	70.9
Master's degree or doctoral degree	99	78	78.8	50	40	80.0

**Appendix C8: CSET: Chemistry – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	<b>Cumulative Passing Rate</b>			<b>Annual Passing Rate</b>		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>882</b>	<b>726</b>	<b>82.3</b>	<b>202</b>	<b>155</b>	<b>76.7</b>
<b>Ethnicity</b>						
African American	35	22	62.9	5	1	20.0
Asian American	139	121	87.1	26	22	84.6
Hispanic American	75	56	74.7	13	11	84.6
Native American	5	2	40.0	-	-	-
White, non-Hispanic	536	447	83.4	137	105	76.6
<b>Gender</b>						
Female	423	339	80.1	102	74	72.5
Male	445	377	84.7	94	77	81.9
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	645	542	84.0	157	124	79.0
To add an authorization	174	135	77.6	30	20	66.7
<b>College Grade Point Average</b>						
Less than 3.0	252	197	78.2	53	39	73.6
3.0 or higher	561	479	85.4	131	105	80.2
<b>College/University Training</b>						
In California	527	436	82.7	115	85	73.9
Outside of California	270	226	83.7	69	57	82.6
None relevant to test	17	13	76.5	3	2	66.7
<b>Pre-internship Program</b>						
Yes	184	151	82.1	23	19	82.6
No	615	512	83.3	162	126	77.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	52	46	88.5	21	20	95.2
Bachelor's degree + additional credits	553	449	81.2	113	80	70.8
Master's degree or doctoral degree	218	187	85.8	54	45	83.3

**Appendix C9: CSET: Chemistry (specialized) – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	Cumulative Passing Rate			Annual Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>231</b>	<b>203</b>	<b>87.9</b>	<b>111</b>	<b>95</b>	<b>85.6</b>
<b>Ethnicity</b>						
African American	7	6	85.7	4	3	75.0
Asian American	38	32	84.2	15	12	80.0
Hispanic American	24	21	87.5	11	9	81.8
Native American	-	-	-	-	-	-
White, non-Hispanic	136	121	89.0	71	63	88.7
<b>Gender</b>						
Female	113	96	85.0	58	49	84.5
Male	118	107	90.7	53	46	86.8
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	114	101	88.6	58	50	86.2
To add an authorization	92	81	88.0	46	40	87.0
<b>College Grade Point Average</b>						
Less than 3.0	62	52	83.9	27	22	81.5
3.0 or higher	149	137	91.9	76	69	90.8
<b>College/University Training</b>						
In California	124	112	90.3	57	50	87.7
Outside of California	72	63	87.5	43	37	86.0
None relevant to test	10	7	70.0	4	3	75.0
<b>Pre-internship Program</b>						
Yes	40	37	92.5	15	14	93.3
No	158	140	88.6	84	73	86.9
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	11	9	81.8	9	7	77.8
Bachelor's degree + additional credits	131	118	90.1	57	51	89.5
Master's degree or doctoral degree	73	66	90.4	40	36	90.0

**Appendix C10: CSET: Physics – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	<b>Cumulative Passing Rate</b>			<b>Annual Passing Rate</b>		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>544</b>	<b>364</b>	<b>66.9</b>	<b>120</b>	<b>68</b>	<b>56.7</b>
<b>Ethnicity</b>						
African American	16	7	43.8	1	0	0.0
Asian American	80	55	68.8	10	6	60.0
Hispanic American	36	14	38.9	11	3	27.3
Native American	6	3	50.0	-	-	-
White, non-Hispanic	334	231	69.2	81	48	59.3
<b>Gender</b>						
Female	149	89	59.7	36	17	47.2
Male	381	263	69.0	79	46	58.2
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	371	270	72.8	89	58	65.2
To add an authorization	126	64	50.8	23	5	21.7
<b>College Grade Point Average</b>						
Less than 3.0	171	110	64.3	37	17	45.9
3.0 or higher	324	217	67.0	75	45	60.0
<b>College/University Training</b>						
In California	300	203	67.7	70	41	58.6
Outside of California	171	115	67.3	37	19	51.4
None relevant to test	23	12	52.2	4	2	50.0
<b>Pre-internship Program</b>						
Yes	98	54	55.1	16	9	56.3
No	388	271	69.8	95	54	56.8
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	26	17	65.4	11	7	63.6
Bachelor's degree + additional credits	325	209	64.3	77	43	55.8
Master's degree or doctoral degree	149	108	72.5	24	12	50.0



**Appendix C11: CSET: Physics (specialized) – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	<b>Cumulative Passing Rate</b>			<b>Annual Passing Rate</b>		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>118</b>	<b>92</b>	<b>78.0</b>	<b>63</b>	<b>45</b>	<b>71.4</b>
<b>Ethnicity</b>						
African American	1	0	0.0	1	0	0.0
Asian American	17	15	88.2	7	6	85.7
Hispanic American	13	7	53.8	9	3	33.3
Native American	-	-	-	-	-	-
White, non-Hispanic	73	59	80.8	37	29	78.4
<b>Gender</b>						
Female	29	21	72.4	15	10	66.7
Male	86	68	79.1	46	33	71.7
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	53	45	84.9	31	25	80.6
To add an authorization	56	41	73.2	30	19	63.3
<b>College Grade Point Average</b>						
Less than 3.0	29	18	62.1	17	9	52.9
3.0 or higher	81	68	84.0	41	33	80.5
<b>College/University Training</b>						
In California	60	47	78.3	33	23	69.7
Outside of California	40	34	85.0	21	18	85.7
None relevant to test	8	5	62.5	5	2	40.0
<b>Pre-internship Program</b>						
Yes	14	11	78.6	7	5	71.4
No	90	70	77.8	47	34	72.3
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	4	3	75.0	3	2	66.7
Bachelor's degree + additional credits	59	45	76.3	32	22	68.8
Master's degree or doctoral degree	48	38	79.2	24	18	75.0

**Appendix C12: CSET: Earth/Planetary Science – Cumulative and Annual Passing Rates  
January 2003 – July 2005**

	Cumulative Passing Rate			Annual Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>643</b>	<b>497</b>	<b>77.3</b>	<b>156</b>	<b>112</b>	<b>71.8</b>
<b>Ethnicity</b>						
African American	12	6	50.0	1	1	100.0
Asian American	39	29	74.4	9	7	77.8
Hispanic American	48	32	66.7	15	8	53.3
Native American	7	6	85.7	2	1	50.0
White, non-Hispanic	481	379	78.8	118	87	73.7
<b>Gender</b>						
Female	234	172	73.5	51	38	74.5
Male	402	318	79.1	104	73	70.2
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	393	303	77.1	90	64	71.1
To add an authorization	193	152	78.8	56	43	76.8
<b>College Grade Point Average</b>						
Less than 3.0	193	140	72.5	40	27	67.5
3.0 or higher	403	323	80.1	104	78	75.0
<b>College/University Training</b>						
In California	407	317	77.9	96	70	72.9
Outside of California	137	108	78.8	42	31	73.8
None relevant to test	38	28	73.7	6	4	66.7
<b>Pre-internship Program</b>						
Yes	130	98	75.4	16	12	75.0
No	450	355	78.9	123	90	73.2
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	20	17	85.0	7	6	85.7
Bachelor's degree + additional credits	446	338	75.8	105	72	68.6
Master's degree or doctoral degree	140	118	84.3	35	30	85.7

**Appendix C13: CSET: Earth/Planetary Science (specialized) – Cumulative and Annual Passing Rates**  
**January 2003 – July 2005**

	Cumulative Passing Rate			Annual Passing Rate		
	N Completed	N Passed	% Passed	N Completed	N Passed	% Passed
<b>All examinees</b>	<b>136</b>	<b>115</b>	<b>84.6</b>	<b>66</b>	<b>54</b>	<b>81.8</b>
<b>Ethnicity</b>						
African American	2	2	100.0	-	-	-
Asian American	7	4	57.1	3	2	66.7
Hispanic American	11	8	72.7	4	3	75.0
Native American	1	1	100.0	-	-	-
White, non-Hispanic	99	86	86.9	54	46	85.2
<b>Gender</b>						
Female	51	39	76.5	26	19	73.1
Male	83	74	89.2	39	34	87.2
<b>Reason for Taking the CSET</b>						
To obtain an initial teaching credential	33	28	84.8	14	12	85.7
To add an authorization	85	74	87.1	41	35	85.4
<b>College Grade Point Average</b>						
Less than 3.0	34	31	91.2	17	14	82.4
3.0 or higher	89	77	86.5	42	36	85.7
<b>College/University Training</b>						
In California	82	74	90.2	34	30	88.2
Outside of California	25	22	88.0	16	15	93.8
None relevant to test	9	6	66.7	5	2	40.0
<b>Pre-internship Program</b>						
Yes	22	19	86.4	10	8	80.0
No	90	78	86.7	45	38	84.4
<b>Educational Level</b>						
Fresh/Soph/Jr/Sr College	1	1	100.0	1	1	100.0
Bachelor's degree + additional credits	81	72	88.9	38	31	81.6
Master's degree or doctoral degree	41	34	82.9	20	17	85.0